

# Woolston 6<sup>th</sup> Form College Development Plan 2022-23



<p><b>1. Leadership and Management</b></p> <ul style="list-style-type: none"> <li>a) To continue to develop the role of middle leaders and senior leaders within college                             <ul style="list-style-type: none"> <li>• 3 staff members to work towards NPQSL</li> </ul> </li> <li>b) To develop strategic links with Health and Social Care partners</li> <li>c) To review the college offer and add additional courses</li> <li>d) To ensure safeguarding procedures are up to date</li> <li>e) To be actively involved in post 16 and 19 developments</li> </ul>	<p><b>2. Quality of Education</b></p> <ul style="list-style-type: none"> <li>a) To fully embed Preparation for Adulthood links into college curriculum</li> <li>b) To develop college assessment systems to show full range of progress students are making</li> <li>c) To embed moderation practises for accredited learning</li> <li>d) To embed Evidence for Learning app to demonstrate student progress to stakeholders</li> </ul>
<p><b>3. Behaviour and Attitudes</b></p> <ul style="list-style-type: none"> <li>a) To develop the role of the Student Council so that students are more confident about their place within the college and know their responsibilities and rights</li> <li>b) To develop behaviour practises and paperwork for college</li> <li>c) To develop the non-curricular offer in college</li> </ul>	<p><b>4. Personal Development</b></p> <ul style="list-style-type: none"> <li>a) To develop careers education offer and work experience opportunities for students</li> <li>b) To develop better links with Health partners to support staff and students</li> <li>c) To strengthen transition procedures and practise for students moving into college at 16 and out of college at 19</li> </ul>

## Leadership and Management

Objective	How	Time span	Led by	Monitored by	Success criteria
a) To continue to develop the role of middle leaders and senior leaders within college	<ul style="list-style-type: none"> <li>• BM to enrol and commence NPQSL course and take on further management responsibilities</li> <li>• LB and BW to continue to work towards completion of courses and take on management responsibilities</li> <li>• All teachers in college to have PM targets linked to an area of whole college development</li> <li>• Additional time given for NPQ teachers to focus on lead areas</li> </ul>	<p>By October 2022</p> <p>By July 2023</p> <p>By Oct 2022, and termly</p> <p>By Oct 2022</p>	NB	LD / JM Governors	<p>A more experience college staff team</p> <p>Additional staff taking on management responsibilities within college</p> <p>Succession planning in the event that job roles change or periods of sickness</p>
b) To develop strategic links with Health and Social Care partners	<ul style="list-style-type: none"> <li>• Develop links with LD Health team to deliver training to support and skill up college staff</li> <li>• Develop links with social care teams around DOLS, capacity assessments, best interest decisions and skill up staff members to deliver these assessments</li> <li>• Continue to offer ASD linked training and support to upskill staff members</li> <li>• Staff to attend any training linked to SEN delivered by LD Health Team</li> <li>• Assigned staff member to complete capacity assessment training</li> <li>• NPQ course member to support development of training around staff wellbeing and mental health in conjunction with Health team</li> </ul>	<p>By Oct 2022 and ongoing</p> <p>Ongoing</p> <p>By Dec 2022</p> <p>Termly</p>	NB LB BW	LD/ JM Governors	<p>All partners linked to PfA working together with the common goal of best supporting students for their future</p> <p>A more robust Annual Review process detailing future pathways for students</p> <p>Consistent ASD and behaviour approaches across college</p> <p>All students, and especially ASD students, thrive and make outstanding progress</p> <p>Staff and student mental health is supported to allow them to focus on work and learning</p>

c) To review the college offer and add additional courses	<ul style="list-style-type: none"> <li>•Review Pathway 1 curriculum and extend use of Eye Gaze within this group</li> <li>•Lead teacher to become Eye Gaze Champion across college</li> <li>•Pathway 2 team to continue to develop the enterprise and supported living skills curriculum</li> <li>•All students at Pathway 3 to complete qualifications at Entry 1 and above for Maths, English</li> <li>•Pilot group to complete ICT qualification</li> <li>•Introduction of independent and supported Travel Training courses at Entry Level 2 and 3 for selected students in Pathway 3</li> <li>•Evaluate the effectiveness of the programmes based on outcomes for students</li> <li>•Develop links with other post 16 providers in Warrington to develop further course offers</li> </ul>	<p>By Dec 2022</p> <p>By Dec 2022</p> <p>By Nov 2022</p> <p>By July 2023 By Oct 2022</p> <p>By July 2023 and termly</p> <p>By April 2023</p>	<p>BM</p> <p>BM</p> <p>VW/KM/HT</p> <p>VW ER/ LD</p> <p>Pathway Leads</p> <p>NB</p>	<p>NB Governors</p>	<p>All students working on relevant and appropriate qualifications during their time at college</p> <p>All students will leave college with the most relevant qualifications and experiences that will support with Preparation for Adulthood</p> <p>New course offers will be linked to fields of work where students can successfully find employment</p> <p>More students have confidence to access their local communities</p> <p>Students over time will have greater choice on courses of interest to them and where they will study</p>
d) To ensure safeguarding procedures are up to date	<ul style="list-style-type: none"> <li>•All staff to read updated safeguarding documentation - Keeping Children Safe in Education</li> <li>•College lead to complete Safeguarding Adults training</li> <li>•College lead to attend weekly safeguarding meetings and report back to staff any updates in legislation from WBC and government</li> <li>•Safeguarding training and Safeguarding for Adults training to be completed by all staff members</li> <li>•Safeguarding refresher sessions built into annual training schedule</li> </ul>	<p>By Sept 2022</p> <p>Ongoing</p> <p>By Oct 2022</p>	<p>NB/AP</p>	<p>LD/ JM Governors</p>	<p>All staff and students are kept safe.</p> <p>Staff are aware of the most up to date guidance and legislation.</p> <p>Staff are trained to a high standard and are fully aware of safeguarding elements of their roles</p>

e) To be actively involved in post 16 and 19 developments	<ul style="list-style-type: none"> <li>•College lead to work with LA in support of post 19 development within Warrington.</li> <li>•Potential students identified that can be supported in Warrington instead of going out of area.</li> <li>•Site agreed and work to commence on design of the building based on needs of post 16 and post 19 groups</li> <li>•Develop links with other post 16 providers to develop the offer within college in order to keep young people in Warrington</li> <li>•Work alongside other post 16 and post 19 providers (education and social care) to develop a retail unit in Warrington for students to access as part of work experience and work related learning</li> <li>•Research the hub model of delivery for the post 16 cohort</li> <li>•Continue to develop the plan for post 16 and post 19 co-locating on a site away from Woolston</li> <li>•Work with LA to develop this potential provision and prepare for any moves</li> <li>•More developed links between Education, Health and Social Care partners</li> </ul>	<p>Ongoing through years</p> <p>By July 2022</p> <p>By July 2023</p>	NB	JM/LD Governors	<p>More students remain in and develop their learning in Warrington</p> <p>Students access a blended curriculum of education, health and therapy linked to Preparation for Adulthood framework</p> <p>College is fully involved in the development of SEN provision across Warrington</p> <p>All partners linked to PfA working together with the common goal of best supporting students for their future</p>
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## Quality of Education

Objective	How	Time span	Led by	Monitored by	Success criteria
a) To fully embed Preparation for Adulthood links into college curriculum	<ul style="list-style-type: none"> <li>• Visit other post 16 providers and see what they are offering for pre-entry level students</li> <li>• Link college curriculum fully to the 4 areas of the Preparation for Adulthood framework</li> <li>• Embed curriculum changes and review on a termly basis</li> <li>• Annual review process to focus more on PfA outcomes</li> <li>• Linked curriculum planning for Maths / English / PSHE to 4 areas of PfA framework</li> </ul>	<p>Throughout the year</p> <p>By Spring 2023</p>	Pathway leads	NB Governors	<p>The Preparation for Adulthood framework is embedded into everything we do in order to support students fully moving forward post college.</p> <p>Pathways into Social care provision are fully identified and supported</p> <p>Pathways into further education and training are identified earlier and supported</p>
b) To develop college assessment systems to show full range of progress students are making	<ul style="list-style-type: none"> <li>• Visit other outstanding provisions to see how assessment activities are completed</li> <li>• Link Pathway 1 assessment back to B Squared system to show smaller steps of progress</li> <li>• Collect soft data using EfL linked to PfA outcome areas</li> <li>• Develop an assessment tool to baseline students and ensure consistency of judgement</li> <li>• Review Maths and English assessment criteria in order to refine the bank of objectives (Entry 1 and above)</li> <li>• Develop a tracking system linked to accredited units to be use with those students at pre-entry level who are not making the expected progress against our internal monitoring system.</li> </ul>	<p>By Dec 2022</p> <p>By Apr 2023</p> <p>By Apr 2023</p>	NB / Pathway leads	LD/ JM Governors	<p>Accurate data systems in place that can be used to identify progress</p> <p>Termly progress clearly linked to annual targets and showing students meeting / not meeting / exceeding targets.</p> <p>Planned interventions for those students not on track</p> <p>Students will leave college with clear evidence of their progress based on qualifications achieved</p> <p>Strong systems in place that allow consistent judgement of attainment</p>

	<ul style="list-style-type: none"> <li>• Respond to termly data by offering focussed support for those students not on track</li> </ul>	Termly			
c) To embed moderation practises for accredited learning	<ul style="list-style-type: none"> <li>• New moderator assigned to OCR groups and supported by college lead</li> <li>• Additional moderation time for Open Awards moderator throughout the year to embed the expectations and allow 'mini moderations' on a half termly basis</li> <li>• Staff members to attend all necessary training</li> <li>• Half termly moderation and standardisation meetings for staff to moderate each other's work to be built in every term</li> <li>• Standardisation events set up with other colleges and providers to add additional rigour to set up, and to develop links to share good practise with other providers</li> </ul>	<p>By Oct 2022</p> <p>Half termly</p> <p>By Apr 2023</p>	NB BM AMC	LD/ JM Governors	<p>Moderation process is thorough with clear outcomes for students</p> <p>All staff involving in moderation of work, building their experience of the accredited programmes and expectations</p> <p>More staff experienced in the moderation process to cover for job roles change or periods of sickness</p>
d) To embed Evidence for Learning app to demonstrate student progress to stakeholders	<ul style="list-style-type: none"> <li>• Co-ordinator to have additional time to monitor effectively</li> <li>• Identify ways to increase parent engagement with the app</li> <li>• Co-ordinator to carry out regular peer monitoring - half termly</li> <li>• Co-Ordinator to liaise with EFL to look for ways to increase parental engagement - new Parent App</li> <li>• Develop PLG for EHCP outcomes</li> <li>• Increase use of student self-assessment in Pathway 3 and look for ways for Pathways 1 and 2 to share their assessments in a more appropriate way</li> <li>• Embed new practises and continually look to improve use of EFL</li> </ul>	<p>By Oct 2022</p> <p>Half termly</p> <p>By Oct 2022</p> <p>By Apr 2023</p> <p>From Sept 2022</p>	LB	NB LD/ JM Governors	<p>Students completing self-assessment and self review to show how they feel about their learning</p> <p>Increased evidence recorded, increased use of video clips to further support student review, engagement and self-assessment. Students will have evidence of progress over time towards their EHCP targets</p> <p>More parents accessing the system more and showing responses and adding evidence of home based learning</p>

## Behaviour and Attitudes

Objective	How	Time span	Led by	Monitored by	Success criteria
a) To develop the role of the Student Council and be part of wider site council	<ul style="list-style-type: none"> <li>• Termly activities for students to allow them to have their voices heard - 7 representatives to meet to discuss college development</li> <li>• Surveys to be completed by students on areas of college life e.g. food in canteen, social nights, developments, what they want to see post 19, preparation for potential move off site</li> <li>• College Council noticeboard assigned in college</li> <li>• Woolston site Council - 2 college representatives to sit on this and feedback information to and from college</li> <li>• Liaise with staffing from main schools to set this up effectively</li> </ul>	Termly       By Dec 2022	NB ER	LD/ JM Governors	<p>Students developing ability to speak up and share their ideas.</p> <p>All students feel confident to share their 'voice'</p> <p>Student self confidence and esteem is raised.</p> <p>Students have their say in the development of our college.</p> <p>Site wide issues will be addressed that will better support all students</p> <p>Activities in place for students and staff across the site can come together and mix</p>
b) To develop behaviour practises and paperwork for college	<ul style="list-style-type: none"> <li>• Review the current behaviour paperwork               <ul style="list-style-type: none"> <li>• Behaviour profiles</li> <li>• Behaviour plans</li> <li>• Positive Handling Plans</li> </ul> </li> <li>• Identified behaviour lead as part of the PM process. Lead will liaise with behaviour leads in schools to link practises</li> <li>• Behaviour plans and procedures reviewed by behaviour lead</li> <li>• New school based OT to review sensory profiles and diets to support students with sensory needs linked to behaviour and work with individuals / groups with greater needs</li> <li>• Pathways to Success document reviewed and improved to include information on sensory needs and behaviour needs</li> </ul>	<p>By Oct 2022</p> <p>By Oct 2022</p> <p>By Dec 2022</p> <p>Ongoing</p> <p>By Dec 2022</p>	BW	NB LD/ JM Governors	<p>Staff to have greater understanding of behaviour and what students are trying to communicate</p> <p>Effective behaviour support for staff to develop their understanding and management of behaviour</p> <p>Students sensory needs being fully met</p> <p>Students are increasingly ready to learn in more sessions within college</p> <p>Staff have an increased awareness and understanding of sensory needs of students</p>

	<ul style="list-style-type: none"> <li>•Risk assessments reviewed and developed to better show the processes we follow and why we do things the way we do</li> <li>•College staff member to be identified as a Team Teach trainer; to complete this training; and deliver training sessions to college staff</li> </ul>	<p>By Dec 2022</p> <p>By July 2023</p>			
•c) To develop the non-curricular offer in college	<ul style="list-style-type: none"> <li>•Canvassing the interests of students as to what activities they would like to do in their free time</li> <li>•Marketing of clubs to students</li> <li>•Co-ordinating staffing and rooms for use</li> <li>•Identified staff delivering clubs to students</li> <li>•Evaluate effectiveness of clubs by listening to student voice</li> <li>•Adding new clubs based on what students want to see</li> <li>•Events team delivering a programme of social nights both in college and within the local and wider environment</li> <li>•Review of Duke of Edinburgh residential activity - looking at new routes and locations for expeditions</li> </ul>	<p>By Nov 2022 and ongoing</p> <p>Half termly</p> <p>By July 2023</p>	<p>Support staff identified as part of PM - CR / SB / CC</p> <p>KM</p> <p>HT</p>	<p>NB LD/ JM Governors</p>	<p>College facilities are improved and enjoyed by the full cohort of students.</p> <p>College Council is fully involved in supporting the development of college.</p> <p>Activities allow students to develop their social skills as part of fun and exciting opportunities</p> <p>Students get to experience a different range of residential opportunities during their time at college</p> <p>Students are more confident in accessing the local and wider community</p>



## Personal Development

Objective	How	Time span	Led by	Monitored by	Success criteria
a) To develop careers education offer and work experience opportunities for students	<ul style="list-style-type: none"> <li>• Develop a link business for each of the Pathway 3 courses</li> <li>• Develop firm links with external employers and organisations to support with voluntary work in the local community.</li> <li>• Staff to support students 1:1 with work placements as required</li> <li>• Talentino programme to be fully utilised to support with careers curriculum</li> <li>• Extend volunteer work sessions within college kitchen for students to sign up to every lunchtime</li> <li>• External companies to come into college to deliver work related talks and experiences for students on different pathways</li> <li>• Pathway 3 students to be exposed to external work placements when they are ready to take the opportunity</li> <li>• All students to complete Vocational Profile and identify key areas for intervention</li> <li>• Make better links with The Pledge and look at how we work closer to support SEN careers work</li> </ul>	<p>By July 2023</p> <p>By Dec 2022</p> <p>By Dec 2022</p> <p>By Dec 2022</p> <p>By Dec 2022</p>	<p>AP VW</p> <p>TC</p>	<p>LD/ JM Governors</p>	<p>Students in Pathway 3 have a greater understanding of real work environments and have their voices listened to and supported to identify a career field they are interested in</p> <p>All college students to have participated in some form of work experience opportunity either internally or externally to college.</p> <p>All students have increased understanding of the world of work</p> <p>Positive feedback from students, staff, employers and parents with regards to work experience being carried out by students.</p> <p>More work opportunities are identified that support the needs and abilities of our students</p>
b) To develop better links with Health partners to support staff and students	<ul style="list-style-type: none"> <li>• Increase opportunities for students and staff to discuss their mental health post COVID as part of PSHE and general sessions.</li> <li>• Staff assigned to Mental Health Team as part of the Performance Management system to look for opportunities to enhance staff wellbeing through activities in college</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>BW Mental health team</p>	<p>NB LD/ JM Governors</p>	<p>Staff and students will more readily recognise and acknowledge their own wellbeing and mental health.</p> <p>College offering timely and non-judgemental support to all staff and students requiring support</p> <p>Staff knowledge of support mechanisms is enhanced</p>

	<p>e.g. staff breakfasts, talk time for staff who are struggling</p> <ul style="list-style-type: none"> <li>• Develop links further with Health colleagues for additional support</li> <li>• Regular meetings with staff members to support them where needed</li> <li>• Staff identified in PM process to develop links with health professionals <ul style="list-style-type: none"> <li>• Dental staff at Bath St clinic</li> <li>• LD health team - monthly clinics to be held for annual health checks in college or in local clinic</li> <li>• De-sensitisation work for injections, giving bloods etc.</li> </ul> </li> </ul>	<p>By Dec 2022</p> <p>Ongoing</p> <p>By July 2023</p>			<p>Students are more confident with attending medical appointments and health staff have more understanding of the needs of our students</p>
<p>c) To strengthen transition procedures and practise for students moving into college at 16 and out of college at 19</p>	<ul style="list-style-type: none"> <li>• College to attend Year 10 and 11 annual reviews to discuss college offer with parents</li> <li>• Review and amend transition practises based on learning points from last year</li> <li>• Visits to potential Out of Authority placements early in year to develop understanding of students coming in and assign pathways</li> <li>• Visits to FW and GLS to observe potential students and assign pathways</li> <li>• Development of a more robust information sharing system where all appropriate paperwork is collected and adapted onto college set up in a timely way</li> <li>• Develop further links with post 19 providers to support with transition out of college</li> <li>• Support staff assigned to support with transition as part of PM process</li> <li>• Review and evaluate effectiveness of all transition work</li> </ul>	<p>By Dec 2022</p> <p>By Dec 2022</p> <p>As required</p> <p>By Dec 2022</p> <p>By Dec 2022</p> <p>By July 2023</p>	LB	NB LD/ JM Governors	<p>Students are fully supported to enter college with as much preparation as needed allowing them to settle more quickly.</p> <p>All staff are fully prepared for students in their groups early in the year making it possible to additional preparation time.</p> <p>Students are fully supported to move on to their next providers and this will allow them to settle more quickly and be supported better by new staff members.</p> <p>Students are more confident about their next steps having been involved in the process fully.</p>